

**ROLE OF MONETARY AND NON-MONETARY  
INCENTIVES FOR TEACHERS` PROFESSIONAL  
DEVELOPMENT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by**

**Harish Prakash Bhatt**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2014**

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**Date of Submission: 14 Feb, 2014**

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 14 Feb, 2014

Harish Prakash Bhatt

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Harish Prakash Bhatt** has prepared this thesis entitled;  
**“Role of Monetary and Nonmonetary Incentives for Teachers`  
Professional Development”** under my guidance and supervision.

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# DEDICATION

Dedicated to:

My parents

Who taught me my

First words.

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## **ABSTRACT**

This study entitled “Role of Monetary and Non-monetary Incentives for Teachers Professional Development” aims to investigate the role of monetary and non-monetary incentives for teachers’ professional development. Motivation is crucial factor for teachers’ professional development. Monetary and non-monetary incentives play important role to increase motivation. To examine the role of monetary and non monetary incentives it is important to understand their influence on teachers' professional development. So, this study tries to find out the influence of those incentives on teachers' professional development. To carry out this study, forty English language teachers were purposively selected from the different higher secondary schools of Kathmandu valley. In this study, primary sources of data were used. The data were collected with the help of questionnaire. Samples were purposively selected from the specified population. The collected data were analyzed descriptively using sample statistical tools. It was seen that professional development is primarily influenced and determined by monetary incentives. It was found that teachers seek good salary for economic stability and future security. After gaining stability, they seek for promotion, power, job security and abroad study. On the other hand, non-monetary incentives were found to be equally important for their professional growth. Without non-monetary incentives, monetary incentives become ineffective. They received very low salary which is not sufficient to meet expenses. They are getting very low salary in comparison to other countries. Monetary incentives are found as the primary determinant whereas non-monetary incentives play the role of facilitator for professional development. It was found that they are inter-connected and become ineffective in isolation.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background, objectives, statement of problem, rationale of the study, research questions, significance of the study, delimitation and definition of important terms are included. The second chapter

includes review of both theoretical and empirical literature, review along with the implication of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design, population and sample, sampling procedure, data collection tools, data collection procedure and data interpretation procedures. The fourth chapter includes results and discussion of the data. The discussion is categorized into results and discussion. The fifth chapter summarizes and concludes the result and findings. Moreover this chapter suggests some pedagogical implications based on policy level, practice level and further study. Reference and appendices are included in the final part of the report.

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## **LIST SYMBOLS AND ABBREVIATIONS**

Asia TEFL	Teaching English as Foreign Language in Asia
EFL	English as Foreign Language
ELT	English Language Teaching
ERG	Existence, Relatedness, Growth Needs
et.al	...And other people
etc.	Etcetra/and other similar things
H.S.	Higher Secondary
IATEFL	International Association of Teachers of English as Foreign Language
NELTA	Nepal English Language Teachers Association
PD	Professional Development
S.I.P.	School Improvement Programme
TESOL	Teachers of English to Speakers of Other Languages
TPD	Teachers` Professional Development
T.U.	Tribhuvan University
UAE	United Arab Emirates
USA	United States of America

# **CHAPTER-ONE**

## **INTRODUCTION**

The present study on 'Role of Monetary and Non-monetary Incentives for Teachers` Professional Development' is a survey about the role of monetary and non-monetary incentives for teachers' professional development. This chapter consists of background, statement of the problem, rational of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background**

Teaching is considered as one of the most prestigious profession in our country. It was emerged with the human existence and evolved gradually throughout the history. The ancient system of teaching and learning was limited with a small group or family but now it is becoming global. The traditional 'Gurukul' system is reached to this school and university education system. Teaching is not only delivering content but also the process of inspiring, counseling, cultivating and motivating the pupils towards learning. It facilitates pupils to learn and to grow. Teaching is the service oriented profession. Teaching is the profession in the sense that it requires rigorous study and has the sense of public service and welfare. Teachers have very crucial role in the development of internal potentialities of the pupils and the whole society.

Professionalism is the sum total of honesty, dedication, efficiency and accountability. Teachers have to develop their professionalism. Teachers' professional development is the growth and progress of teachers in their professional field. Teachers' professional development requires regular learning and modification of knowledge, expertise and teaching.

In this sense, teacher development is a form of learning. Teachers should develop their knowledge and expertise with the demand of time. Teachers'



motivation and inspiration play crucial role for their professional development. It determines the level of professional development. Teachers, as being the social creature have their own personal and professional life. They have their own needs, wants and desires. So, in order to motivate them towards teaching profession and for their professional development their basic needs must be fulfilled. A dissatisfied teacher never motivates himself/herself towards his/her profession. Hence, teachers own motivation play crucial role for their development. Motivation is determined and influenced by the incentives. Monetary incentives are those incentives which are provided in cash amount and are helpful to fulfill basic needs. Non-monetary incentives are those incentives that are provided not in amount but are related to spiritual satisfaction. Salary, allowances etc are taken as monetary incentives and promotion and security, training and field visit are taken as non monetary incentives. They have high influence in teachers` professional development. Examining over situation, I have studied the role of such incentives in TPD taking information from the teachers who have been teaching in Kathmandu valley.

## **1.2 Statement of the problem**

Despite the focus of many scholars and administration on teachers` professional development, the condition of professional development is not satisfactory. The educational goals of the country are not met due to the low academic performance. So many researchers try to find out the reason of why teachers are found to have low academic performance and found out different reasons. One prominent reason they found is lack of professionalism among English language teachers. That is why many researchers have been attempting their studies on teachers` professional development. NELTA scholars and university students have carried their studies on teachers` professional development, which show that the condition of teachers` professional development is pitiful. Many researchers suggest that teachers should be dynamic and studious. They also emphasize that teachers should carry out

researches in their field and be collaborative in their professional concern. Majority of researchers have focused on what teachers should do for professional development but they did not consider how aspect of such development. As we know, teacher is a person who has his/her personal as well as professional needs and expectations from his/her profession. I am interested to search what shorts of incentives do they need and expect from their profession. Previous researches have shown that teachers do not focus on further study and research. They neglect their professional development and are not so curious to do something new and innovative. They are busy on applying what they read in their school and college lives. They just applied established theories and methods in their profession. This research has tried to find out why do they like that and how can it be changed. It studies how can monetary and non monetary incentives promote their motivation to do something new and innovative. It also studies which incentives either monetary or non-monetary are influential for professional development. For professional development, we should consider the ways of improving teachers motivation towards teaching profession. Therefore, it has become really important to study about the role of monetary and non-monetary incentives for teachers' professional development that inspires the teachers to develop themselves and get self actualization. It is also important to study which either monetary or non-monetary incentives have primary role for professional development. Moreover, this study aims to raise several issues like why teachers are not satisfied with their profession? How can we make them enthusiastic and energetic to develop themselves personally and professionally? How monetary and non monetary incentives facilitate their motivation and support them to carry out the study and to be innovative and creative in their profession? It is supposed that the findings of this study provide other interrelated issues for further studies on the same problems in the area of teachers' professional development.

### **1.3 Rationale of the Study**

The study is being carried out to find out the attitude of the teachers towards monetary and non-monetary incentives for their professional development and suggest some pedagogical implications. Most of the language teachers are frustrated and not motivated towards their profession. Without the self initiation teacher development is almost impossible. To promote teachers professional development we should consider the level of motivation of the teachers towards his or her profession. To increase motivation we should consider the needs and expectations of the teachers. This study has also discussed the role of monetary and non-monetary incentives and so on.

Monetary incentives are those incentives which are provided in cash amount and are helpful to fulfill basic needs. Non-monetary incentives are those incentives that are provided not in amount but are related to spiritual satisfaction. Salary, allowances etc are taken as monetary incentives whereas promotion, security, training and field visit are taken as non -monetary incentives. They have high influence on teachers ' professional development.

The present study tries to find out the attitude of teachers towards monetary and non-monetary incentives. It studies whether monetary or non monetary incentives have primary role for teachers' professional development. This study has analyzed the data gathered from higher secondary level English teachers of Kathmandu valley and reaches to the justifiable conclusion. As we know monetary and non- monetary incentives are crucial in teacher development but we do not have any idea about which one is more important. So this study tries to answer this question. The weaknesses in monetary and non-monetary incentives cause frustration and depression among the teachers. The problem is that the unfulfilled desires are the source of the problems and barriers to progress. The same problems are the hindrances of teachers' professional development. To get rid out of such problems, we can consider the incentives that promote motivation. This study provides new insights about the role of monetary and non-monetary incentives that facilitate teachers' professional

development. This study becomes justifiable as it provides significant outlines on teachers professional development. This study has investigated how monetary and non monetary incentives facilitate English language teachers professional development. It also seeks to find out how monetary and non-monetary incentives promote teachers motivation to be creative, laborious, innovative and leader for the better output as well as to develop their professionalism. This research gives some outlines and ideas about different aspects of motivation as well as professional development which can inspire and facilitate upcoming researches on the same field. More importantly, it becomes rationale as it provides the ways and guidelines for PD to the teachers and explores the further areas of study for new researchers.

#### **1.4 Objectives of the Study**

The objectives of the study were:

- ) To examine the role of monetary and non-monetary incentives for teachers professional development.
- ) To suggest some pedagogical implications.

#### **1.5 Research Questions**

The study aimed to explore the role of monetary and non-monetary incentives for teachers' professional development. This study addresses the following research questions.

- i) Which incentives either monetary or non-monetary have primary role in teachers' professional development?
- ii) Do the weak monetary and non-monetary incentives influence teachers' professional development?
- iii) Do teachers have any complaints on the existing policy of monetary and non-monetary incentives?
- iv) To what extent, monetary and non-monetary incentives contribute on teachers' professional development?

- v) How is it important to provide monetary and non-monetary incentives for teachers' development?

### **1.6 Significance of the study**

This research is significant and helpful for the English language teachers, educational administrators, policy makers, colleges and schools and the participants of the public service commission examination. This research is helpful to them who are interested in personnel administration and human resource management. It is fruitful for teachers' students and those who are engaged in the realm of teacher development. It is equally important for the students who are preparing for teacher service commission examinations. The findings of this work suggest some pedagogical implications in the field of teacher development. This research is equally significant for those who want further study in this field in future.

### **1.7. Delimitations of the Study**

This is very small size survey, limited within the English language teachers of Kathmandu valley. This study was limited to only monetary and non-monetary incentives that the teachers get as a practice of professional growth. This study was carried out by a novice researcher and employing limited techniques and skills. In this study, only questionnaire was used to collect the data. This study has the following limitations:

- ) The study was limited to 40 higher secondary English language teachers.
- ) The study was limited to Kathmandu district.
- ) The study was concerned only with monetary and non-monetary incentives.
- ) It was limited to the data collected through only questionnaire
- ) It was limited to find the role of monetary and non-monetary incentives for TPD..

## 1.8 Operational Definitions of the Key Terms

- i) **Role:** The function and influence of monetary and non monetary incentives in teachers' professional development.
- ii) **Work motivation:** It is the level of motivation of the employee in their workplace.
- iii) **Monetary incentives:** All the rewards that an employee gets in cash amount.
- iv) **Nonmonetary incentives:** All the rewards that an employee gets out of cash amount.
- v) **Incentives:** Something that encourages motivation and professional development.
- vi) **Profession:** An occupation, which needs expertise and has a sense of public service.
- vii) **Professional development:** It is a self reflective process to get expertise in the profession. It is the way of keeping up to date in the profession.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of the review of the related literature, implication of the review for the study and theoretical knowledge. It also presents an outline of the conceptual framework.

#### **2.1 Review of Theoretical Literature**

In this section different theories that are related to this study are reviewed and discussed. This theoretical framework facilitates the study by providing theoretical backup. It consists of the following topics.

- ) Teachers` professional development
- ) Models of teachers professional development
- ) Need of professional development for teachers
- ) Motivation
- ) Types of motivation
- ) Theories of work motivation
- ) Monetary and nonmonetary incentives

##### **2.1.1 Teacher's Professional Development**

Teachers' professional development is a process of looking self, reflecting about self and to improve the present self. It is the process of becoming the best, efficient, confident and expert teacher that one personally can be. Teachers' professional development is the process of becoming the best and knowledgeable teacher. It is the process of gradual enlargement of horizon of one's capacity and possibility. It is always bottom up and self-reflective. It is a gradual and continuous process of updating oneself in

the profession. It is an unending process of changing human potential into performance.

As Alvin Toffler (1970) says “Nothing is permanent except change”, everything in this world is changeable. For instance, time is changeable, knowledge is changeable, system is changeable so teachers have to change themselves and accept the change as an inevitable process. This process of digesting the change helps teacher to measure and use their potential. This type of recognition and utilization of their potential power into their performance is professional development.

Teachers are such professionals who have to land the time and make it acceptable to all. If we observe the role of the teachers in school and in society, we find them as the initiators of new civilization and guide of the future.

Head and Tyler (1997, p. 19) state:

Change may not be development unless it involves a challenge to those beliefs and willingness to recognize that they may no longer be serving us as well. We know that teaching is one of the most challenging job in the sense that it provides opportunities to the teachers to dip into the depth of existing problems to cultivate desert land in order to explore hidden potential.

After observing the above definition, we can say that problems are not always the cause of difficulties but they make us aware of our potential and help to change these potentialities into performance. Teacher development is the process of keeping us alive and updated. It helps us recognize our own capacity and use this for better output. To improve the effectiveness of teaching and learning teachers have to boost up their skills and expertise. This process of gaining skills and expertise is professional development. Teacher development



is to keep alive a sense of challenge and adventure in ones career and to avoid getting into rut.

Making the concept more clear Head and Tyler (1997, p. 5) state:

Teacher development is an ongoing process through which teachers keep growing with their own voluntary effort. A facilitator can help teachers realize that they have potential within themselves to become better teachers depending their own understanding and awareness of themselves and their learners.

Similarly Davis (2001, as cited in, Paudel et al., 2011, p. 12) writes:

For me teacher development is a bit like the first time I drove a car after passing my driving test. It was an experience totally different from driving with an instructor or my friend's car with him sitting next to me. I was free to savour the experience for its own sake, to make mistakes and to relaxed about them and learn from them....

And my driving has improved through conversation with friends and trying out what they said.

From these definitions, it is clear that professional development is self reflective and bottom up process. It is teacher initiative. It is the process of self awareness about one's own potential and using this potential into power.

Teacher development is voluntary effort to become critical teacher. It is the analysis of one's own strength and use of this strength for better output. The most crucial point of teacher development is to make proper decisions at the right time.

Head and Tyler (1997) have presented the following characteristics of teachers' professional development.

- a) Teacher development is seen as relating to new experiences, challenges and the opportunities for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers themselves.
- b) Teacher development is about dealing with the needs and wants of the individual teacher in a way that suits that individual.
- c) Teacher development is not just only teaching but it encompasses counseling skills, assertiveness, training and confidence, computing, meditation and so on.
- d) Teacher development follows bottom up approach.

Teacher development is voluntary and holistic development of teachers. It is an ongoing and never ending process. It is awareness based, angled towards personal growth and the development of attitudes and insights. Teacher development is the self attempt of learning and updating oneself for better output. It is the process of accepting the present and expanding the knowledge horizon. In conclusion 'It is the process of becoming the best kind of teacher that one personally can be.'

### **2.1.2 Models of Teachers' Professional Development**

Professional development models are differentiated by the degree of involvement of the teachers themselves in planning, delivering and evaluating the activities in which they are involved. Professional development should be embedded in daily lives of teachers with strong administrative support and use of the strategies that are tailored to their specific needs. These needs may incorporate issues of language, culture or pedagogy.

There are different numbers of models that have been developed and implemented in different countries to promote and support teachers' professional development from the beginning of their job to the retirement.

Professional development models as given in Wallace (1991) can be presented as follows:

a) The Craft Model

In this model, the trainee learns from the example of master teacher, whom he/she observe and imitates. Professional action is as a craft, rather like shoe making or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience. This is traditional method; however it is still used as a substitute for postgraduate teaching course in some countries.

b)The Applied Science Model

The trainee studies theoretical courses in applied linguistics and other allied subjects which are then, through the construction of an appropriate methodology, applied to classroom practice. Many university and college based teacher training courses are based, explicitly or implicitly, on this idea of teacher learning.

c)The Reflective Model

Within the reflective model of PD, the trainee teacher observes lessons or recalls past experience; then reflects, alone or in discussion with others in order to work out theories about teaching; then tries these out again in practice. Such cycle aims for continuous improvement and the development of personal theories of action. This model is used by teacher development groups and in some recently developed courses.

These models have their own views on the professional learning and development. Craft model just beliefs that there is one best thing to learn and we have to imitate it. Here trainer is the sole source of knowledge where as in applied science model experts design the syllabus and learning is based on it. In reflective model learners self reflection is the source of knowledge. It believes on self initiation and self reflection. Observing these all reflective model is more appropriate but all are important for professional development.

### **2.1.3 Need of Professional Development for Teacher**

Teacher' professional development is an ongoing process which has crucial impact on students learning as well as the attainment of the educational goals. Sparks (1991) states "The ultimate worth of professional development for teachers is the essential role it plays in the improvement of students. This means the educators must pay attention to the result of professional development on job performance, organizational effectiveness and the success of all students" (as cited in Sultana, 2004, p. 12). Similarly, Richards (2010, p.9) says that teachers professional development is directed towards both the institution's goals and teacher's own personal goals. From the point of view of the teachers' personal development, a number of areas of professional development may be identified such as subject matter knowledge, pedagogical expertise, self awareness, understanding of learners, understanding of curriculum and materials and career development. Similarly from the institutional perspective it has the goal of institutional development, career development and enhanced level of students learning (as cited in Richards & Ferrel, 2010, p. 14).

Professional development of the teachers is essential for qualitative improvement of any systems in education. Professional development is concerned with the development of knowledge and skills of the teachers. The individual is the main agency for the professional development. The teacher can update his/her skills if he/she is sincere in efforts and gets opportunities for learning. The individual will not be able to provide necessary facilities for skill improvement with the price of having excellencies in recent years. It is beyond the status of a teacher to have even a few books every month. The institutions which have better position should take of this responsibility. All good institutions must have good libraries. They must run occupational programmes for skill development of teachers. The universities and professional bodies also work for professional development of teachers.

Panda, (1997, as cited in Sultana, 2004, p. 35) states that:

More than sound reforms, innovations, the real success of qualitative improvement of teacher education will depend upon the sense of purpose, denotation, and commitment of teachers, who feel proud of teaching profession, deep satisfaction in watching his/her students grow to a constructive citizen in a modern world. Teaching has caused supreme challenge, which could be made by real sacrifice of teachers in the form of our ancient tradition, not by simply raising salaries and the other material gains.

Only in the past few years the professional development of the teachers has been considered as long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. The teacher does not learn solely by acquiring new information or knowledge about teaching but through thinking about new ideas in the light of past experience, fitting new ideas into his/her thinking and reappearing old assumption in the light of new information. Ur (2002) focuses on teachers' active role for teacher development. She writes 'A teacher can and should be advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal course or external input'.

English language teaching is itself a profession. It is the era of globalization and ELT is expanded all round the globe. English language teacher as a professional needs subject knowledge & pedagogical expertise. Moreover, he/she should be innovative and self-reflective in his/her profession. English language teachers constituted different forums which facilitate their professional growth and development. These forums provide a platform to the English language teachers to conduct researches, to discuss the issues related to ELT, and to share experiences. The conferences and journals of such forums

directly/indirectly facilitate English language teachers' professional development. Such forums are IATEFL, TESOL, Asia TEFL, NELTA and others. Highlighting the features of profession Khaniya (2006) writes:

English language teachers are in principle, professionals because their responsibility is not confined only to perform tasks like technician but it also involves innovation, critical thinking and the area of expertise. For this they need special knowledge, skills and expertise in ELT. English teachers have professional responsibility to share new trends, new knowledge, issues and the latest development in ELT to the students.

Teacher's professional development is self reflective process which ensures the reforms in any effective and successful profession. Which has a high positive effect on students' performance and learning? Thus, when the goal is to increase students learning and to improve their performance, the professional development of teachers should be considered as key factor. Only motivated teachers are innovative and self respective for their professional development. So motivation plays crucial role for teachers' professional development

#### **2.1.4 Motivation**

The term 'Motivation' is derived from Latin word 'movere' which means 'to move'. Etymologically, motivation means to move ourselves towards the action. It is the process of expanding our desire and interest towards something or forcing ourselves towards something. Motivation is one of the major component of PD. Regarding it's meaning and concept Patri (1986, p. 3) writes

Motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use

the concept of motivation to explain differences in the intensity of behavior. More intense behaviors are considered to be the result of higher level motivation. Additionally we often use the concept of motivation to indicate the direction of behavior, when we are hungry we always direct our behavior to get food.

We know something triggers our interest and behavior towards something, so such triggering force can be the motivation. Motivation is the internal or external force that forces us towards something. It is the psychological concept that is easy to understand and difficult to explain. It is a power to do something. In profession, it is more important than investment. Motivation is the act of stimulating oneself to get a desired course of action. It is the desire and willingness to expend energy to achieve a goal or reward. So motivation is an internal desire that forces us to do something or that directs our behavior towards action.

#### **2.1.4.1 Types of Motivation**

Different scholars have classified motivation differently. As we know motivation is the psychological concept, so it is difficult to classify into certain fixed categories. Some scholars have classified motivation as positive and negative, some others have classified as intrinsic and extrinsic. However many scholars, especially related to work motivation have classified motivation into individual and group motivation and monetary and nonmonetary motivation. After all we can classify motivation into following categories.

##### **a) Positive and Negative Motivation**

In positive motivation a person is motivated towards the action because of the hope of getting praises, prizes etc. After the completion of the action he/she will get some sort of prizes. On the contrary negative motivation says that a person is motivated because of the fear of getting punishment.

#### b) Intrinsic and Extrinsic Motivation

In intrinsic motivation people are motivated towards the action because they get satisfaction from the action. They are internally motivated but in extrinsic motivation people are motivated just to gain something.

#### c) Individual and Group Motivation

This concept is related to work motivation. In individual motivation, an individual gets some sort of prizes and opportunities for their personal development and in group motivation the whole group or Department is honored or awarded prizes and facilities.

#### d) Monetary and Nonmonetary Motivation

This is also related to work motivation. In monetary motivation, a professional is awarded some sort of monetary incentives such as salary, insurance, pension etc. But in nonmonetary motivation, professionals are motivated because of non monetary incentives such as praises, respect, opportunities to study, to lead etc.

If we go for in depth study of all these classifications, we find them as interrelated ones. Positive motivation and intrinsic motivation are highly influential and long lasting. They are more effective. Negative and extrinsic motivations are instrumental.

In case of group and individual motivation, individual motivation is more effective. In case of monetary and non monetary motivation, it is difficult to say which one is more influential. Monetary incentives are effective for fulfilling the biological needs and for self actualization non monetary incentives are influential.

### **2.1.4.2 Theories of Work Motivation**

Theories of work motivation are more specific, focusing on work related behaviours. In the 20<sup>th</sup> century, different scholars have propounded different



theories related to work motivation i.e. Abraham Maslow, Fredrick Herzberg, Alderfer, Mc Gragor and others developed those theories. These theories can be placed into three broad classes i.e. need, cognition and reinforcement.

Within the first category, Maslow's need Hierarchy, Alderfer's ERG and Herzberg's motivator -hygiene theory can be placed. In cognitive theory we can put Vroom's Expectancy-valence theory and Adam's Equity theory. In reinforcement approach we can put Skinner's operant conditioning theory.

### **i) Maslow's Need Hierarchy Theory**

Abraham H. Maslow was an American psychologist. In his book 'Motivation and personality' (as cited in Fragor et al. 2003, p. 10), he has discussed 'Hierarchy of needs' theory. Maslow has divided human needs into five categories and put them in hierarchy. According to him human are motivated to fulfil the unfulfiled desires. We can present his hierarchy of needs theory in following pyramid.



Physiological needs: These needs are biological needs and needs for survival. These are the basic needs as water, food, oxygen, warmth, sleep, sex etc. They are placed in the first layer of the pyramid.

Safety needs: After the fulfilment of physiological needs person feels the need of safety and security.

Social needs: After the fulfilment of safety and security needs, person feels the need of love and personal belongingness or say interpersonal closeness.

Esteem needs: In this stage person feels the need for self respect and respect from others. Regarding esteem needs Maslow (1954) writes “All people in our society have a need or desire for stable, firmly based, usually high evaluation of themselves for self respect or self esteem and for the esteem of others.”

Self-Actualization needs: This is the highest level of ‘Need hierarchy’ and related to self actualization and fulfilment. Regarding this, Maslow writes “Even if all these needs are satisfied, we may still often expect that a new discontent and restless will soon develop, unless the individual is doing what he or she individually is fitted for, like musician must make music, artists must paint, poets must write, ‘what humans can be they must be’.”

This is highly influential theory in the work of motivation. For Maslow all need should be fulfilled gradually. A person is always seeking for the unfulfilled needs. In spite of being highly influential humanistic theory it is not out of criticism. It is really difficult to say after fulfilling the lower level needs a person desire or wants higher level needs. Without the fulfilment of basic needs a person can have the desire of higher level needs. Similarly this theory has divided the needs in to only five categories. How can we determine there are only five levels of needs? This theory also neglects the individual differences.

## **ii) Motivator-Hygiene Theory**

Fredrick Herzberg (1964) was also a management theorist of U.S.A. He has developed his motivation hygiene theory in 1956. From the motivational perspective, Herzberg’s theory suggests two levels of functioning i.e. motivation seeking behavior and hygiene seeking behavior. Motivation seeking behaviours are more close to Maslow’s self actualization. Herzberg presented the concept of job enrichment for professionals’ motivation in work place. It is the vertical expansion of jobs. He has presented hygiene factor and motivational factor in his theory. They are as follows.

Hygiene Factors	Motivational Factors
Company's policy & administration, Supervision, Relationship with superior, Relationship with peers, Relationship with subordinates, Personal life, Salary, Work Condition, Status	Achievement, Recognition, Growth, Work itself, Advancement, Responsibility.

In this theory, hygiene factors are related to environment and motivational factors are related to work. According to him hygiene factor precede motivational factors for motivating the personnel.

### **iii) McClelland's Achievement Theory**

Harvard scholar David C. McClelland (as cited in Sharma, 2010, p.332), has propounded this theory. He has discussed need for affiliation, need for power and need for achievement in his theory.

**Need for Affiliation:** Some people are always concerned of getting love and affection from others. They are always conscious about social and institutional relations. We can say people of such nature have the need for affiliation and we can provide them such a duty to motivate themselves.

**Need for Power:** Some people want to influence and direct others. We can easily guess that they have the need for power. They want to mobilize others. They want others to obey them.

**Need for Achievement:** Some people are always obsessed with achievement. They want to do something better job. They are risk takers and always devoted towards their job.

### **iv) Vroom's Expectancy and Valance Theory**

This theory was developed in 1964 by Victor H. Vroom.(cited in Patri,1986, p. 342). According to this theory, motivation depends on what he/she expects and the possibility of fulfilment of his expectation. According to this theory

motivation= Valence x Expectancy. Patri (1986, p. 342) describes the concept of valence, instrumentalities and expectancy as follows;

Valence: How desirable does the worker perceive the outcomes (rewards, time at work and so on) offered by the organization to be? Valence refers to the desirability, attracting and repelling capabilities of certain outcomes in the work environment. Money for example has positive valence for most while unsafe working conditions would have negative valence.

Instrumentality: How likely it is that one potential outcome i.e. good performance will lead to other valued outcomes i.e. promotion?

Instrumentalities is based the path goal concept the perceived relationship between two outcomes.

Expectancy: How likely is the worker to believe that effort will lead to good performance? In brief, Vroom proposed that we need to know the answers of these questions to determine how to motivate a person to perform well.

#### **v) Alderfer's ERG Theory**

Alderfer (1940) also divided human needs into three categories in his ERG theory of work motivation.

Existence: For the existence a person has to survive, for this one needs food, shelter, water, sex etc. It is related to Maslow's lower order needs and can be satisfied by pay; Fringe benefits and safe working conditions.

Relatedness: This is related to the desire of sociability and establishing relationships. It is related to Maslow's belongingness needs and can be satisfied by social attachment.

Growth needs: This is related to Maslow's higher order needs such as self esteem and self actualization and can be satisfied through the search for personnel and career development and through creative work and non work activities.

The above mentioned theories provide the strong theoretical base of work motivation. As the component of work motivation, monetary and non monetary incentive play crucial role in PD, so let me discuss about it in the following lines.

### **2.1.5 Monetary and Non-monetary Incentives**

Motivation is an effective tool to direct and modify human behaviour. In an organization motivation determines the performance and productivity. It plays very crucial role in teacher development as well. To motivate teachers towards their profession, monetary and non monetary incentives play important roles. Maxwebber (1911) writes ‘Humans are always seeking 3P’s i.e. prestige, power and property, so to motivate personnel we should focus on these three P’s (as cited in Sharma, 2010, p.120). Tyler (1985) has conducted a study in steel company and found that better allowances can help the personnel to motivate towards their professional development. Whereas Mayo’s Hawthorne experiment (1927) highly focused on non-monetary incentives for professional development.

Monetary and non-monetary incentives help teachers to transform their potentiality into performance and to get satisfaction from their profession. Generally, in developing countries like ours, monetary incentives seem to be more important. In our society, richness is regarded as the source of power, prestige and property so all the professionals have highly focused on money. In developed countries, non monetary incentives are valuable than monetary incentives. All the professionals including teachers are expecting praises, respect and recognition. It does not mean that developed countries do not need monetary incentives and developing countries non monetary.

#### **2.1.5.1 Types of Monetary Incentives**

Monetary incentives play crucial role in work motivation. Monetary incentives are those incentives that are provided in amount like salary, allowances, pension, etc. To fulfil the basic needs, to collect materials and to experience

new techniques money is inevitable. Without money we cannot move even a step further. Teachers have their own needs and wants. So to fulfill these basic needs monetary incentives have high value. Monetary incentives can be presented as:

i) Remuneration and Allowances

Teachers teach in schools. They spend their time in schools and implement their expertise to uplift the educational status of the school. For their dedication and time schools provide some amount. i.e. salary. Apart from salary they get festival allowances, travel allowances, family allowances, treatment allowances, education allowances etc. This helps the teachers to fulfil their basic needs. It also helps for their professional development. Education act 1971, article 100 ensures teachers' remuneration. Similarly articles 104, 116, 122, 124 manages allowance facility.

ii) Bonus (Upadan)

Teachers get bonus from the school. Some teachers who have served the school for a long time and get retired without pension get bonus from the school. Education act 1971, article 119 ensures this facility.

iii) Insurance

The insurance helps the teachers' security. It makes teachers to feel secure and helps their professional development. Education act 1971, article 127 manages this.

iv) Pension

Teachers spend their productive time in the schools. After retirement they can't do other jobs. So pension promotes their sense of security and helps retired teachers to live a secure life. Education act 1971, article 113 ensures this.

v) Funds

Different types of funds can help teachers in his/her financial crisis. It provides financial support to the teachers. We can take provident fund as an example. Education act 1971, article 103 manages the funds.

In developing countries like ours, all professionals including teachers, civil servants, politicians and others are highly focused on money. They seem to be money minded and they have their sole sight on money. So this shows the importance of monetary incentives.

### **2.1.5.2 Types of Non-monetary Incentives**

The higher level needs like praise, respect, satisfaction; self-esteem cannot be bought or sold. Such desires and wants can be fulfilled by non monetary incentives. Non -monetary incentives are those incentives that are not provided in amount. Such incentives include opportunities to study, visit, respect, prizes, honour etc. These incentives are related to human satisfaction. These are more spiritual, ideal than physical and material. They are discussed as follow:

i) Prestige and recognition

It refers to the teacher's status in the society. It is related to the respect of the profession in others perception. It is related to the public face of the teachers.

ii) Good institutional environment

It refers to pollution free and work friendly environment. It is also related to the good relationship among the teaching and non teaching staffs of the school.

iii) Promotion and security

It is related to the professional growth and career development. It is also related to the security of the job and health as well. Each and every teacher should feel that their job is secure and is gradually promoted.

iv) Training and field visit

Training helps the teachers adjust themselves in the new environment. It helps to obtain new skills and expertise. Similarly, field visit facilitates the teachers to gain practical knowledge.

v) Opportunities

Teachers can get different opportunities such as further study, abroad study, conduct research, carryout experiment etc. They can get the opportunity to participate and conduct workshops, seminars etc.

vi) Accountability

It is the way of taking the ownership of one's action. It makes every teacher responsible for their actions. It also promotes performance pay system.

vii) Praises and prizes

Teachers' hard work and accomplishment must be given praises and prizes. This means dedicated and laborious teachers should be encouraged and awarded. Education act 1971, article 185 ensures this.

viii) Transfer and leave

Teachers should be provided the transfer and leave facility. From this they get the chance to work in different places they favoured and manage household personal work. It also reduces the number of dropouts. Education act 1971, article 99 and 106 ensure this.

## **2.2. Review of Related Empirical Literature**

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of English language teaching, very few of them have been conducted in the field of teachers' professional development. Some research studies related to this study are reviewed as follows:

Sultana (2004) conducted a research entitled 'Need Assessment, a Model for Professional Development of College Teachers in Pakistan'. Her main objective was to examine the different training programmes which are already being run for professional training of college teachers in Pakistan. She used cluster sampling and selected 60 colleges from Pakistan. She selected the principal, five teachers and 20 students from each college as the respondents. She has selected the respondents consisting equal numbers of male and



females. She used questionnaires as the main tool and also used interview and observations where necessary. She found out that professional training of college level teachers was considered necessary for their professional development in latest knowledge, teaching techniques, instrumental technology, motivational techniques, evaluation techniques and social and administrative skills and information technologies.

Ahmed (2007) conducted a research entitled ‘Professional Development for Teachers of English in the UAE’. Her main objective was to find out the information about different issues related to teachers’ professional development to assess their level of awareness and perception of its importance and benefit for them and their students’. She used questionnaire as the main tool. She has purposively selected 117 female English language teachers for her study. She found that most of the teachers were aware of their professional development activities and indicated that they need to have training and professional development opportunities. She also found that majority of teachers were in favour of continuous learning and development regardless of their qualifications, experiences and nationalities. She also admitted that teacher’s professional development has the direct impact on their students as well as themselves.

Likewise, Soproni (2007) conducted a research entitled “The Way Teachers of English Learn: Through the Eyes of Novice and Experienced Teachers”. His main objectives were to find out how do EFL teachers perceive their own professional development and how do the perceptions of experienced teachers compare with those of novices. He purposively selected six teachers of English who have 20 years of experience of teaching. Out of them five were female teachers and one was male teacher. He used questionnaire and interview as research tools. His study revealed that professional development mostly comes from teachers own teaching experience and the school context they work in. The impact of former teachers, colleagues, and students was regarded to be far more important by interviewees than questionnaire respondents.

Similarly, Joshi (2010) conducted a research entitled “Learning Strategies of English Language Teachers for Professional Development”. Her main objectives were to identify the learning strategies employed by English language teachers for their professional development and to find out the benefits of different learning strategies employed by English language teachers. She purposively selected 20 English language teachers from Kathmandu valley. She used questionnaire as main tool for her study. She concluded that teachers employed different learning strategies for their professional development. She revealed that learning strategies played vital role in teacher’s professional development. Both direct and indirect learning strategies are equally important for teachers’ professional development.

Ganayali (2008) conducted a research entitled , “Strategies and Opportunities for English Language Teachers Professional Development” and concluded that although there are apparent differences, most teachers realized that they made substantial improvement in their performance due to factors like; knowledge, skills, challenge and responsibilities dealing with their wants and needs, professional interaction and decision making.

Likewise Phuyal (2008) conducted a research entitled “Practice of Reflective Teaching used by Primary Level English Teachers”, and found that majority of primary level English teachers were not using reflective teaching for their professional development. Though some of them responded that they use reflective teaching as a way of their professional development.

There are several research works carried out in the department of English Education in different areas of professional development like reflective teaching strategies, need assessment and so on. But this research is different from these existing studies. This is a teacher centered research work on the role of monetary and non-monetary incentives in the PD. So, this study is different from the existing studies. It means, this research becomes the first research about the role of monetary and non-monetary incentives for teachers’ professional development.

### **2.3 Implications of the Review for the Study**

The above review of literature helped me to understand the topic more clearly. The review has crucial importance for the research study. It helped me to get insights about theory and current trends of research. It also provided a clear path to walk. It provided me with theoretical backup as well. It helped me to establish the link between the related studies and develop critical thinking about the findings and methodology. It also helped me to show the validity of my study. It provided me with clear idea about the process and entire methodology that can be adopted. It also provided insights about the systematic way to interpret the data and draw the valid conclusions.

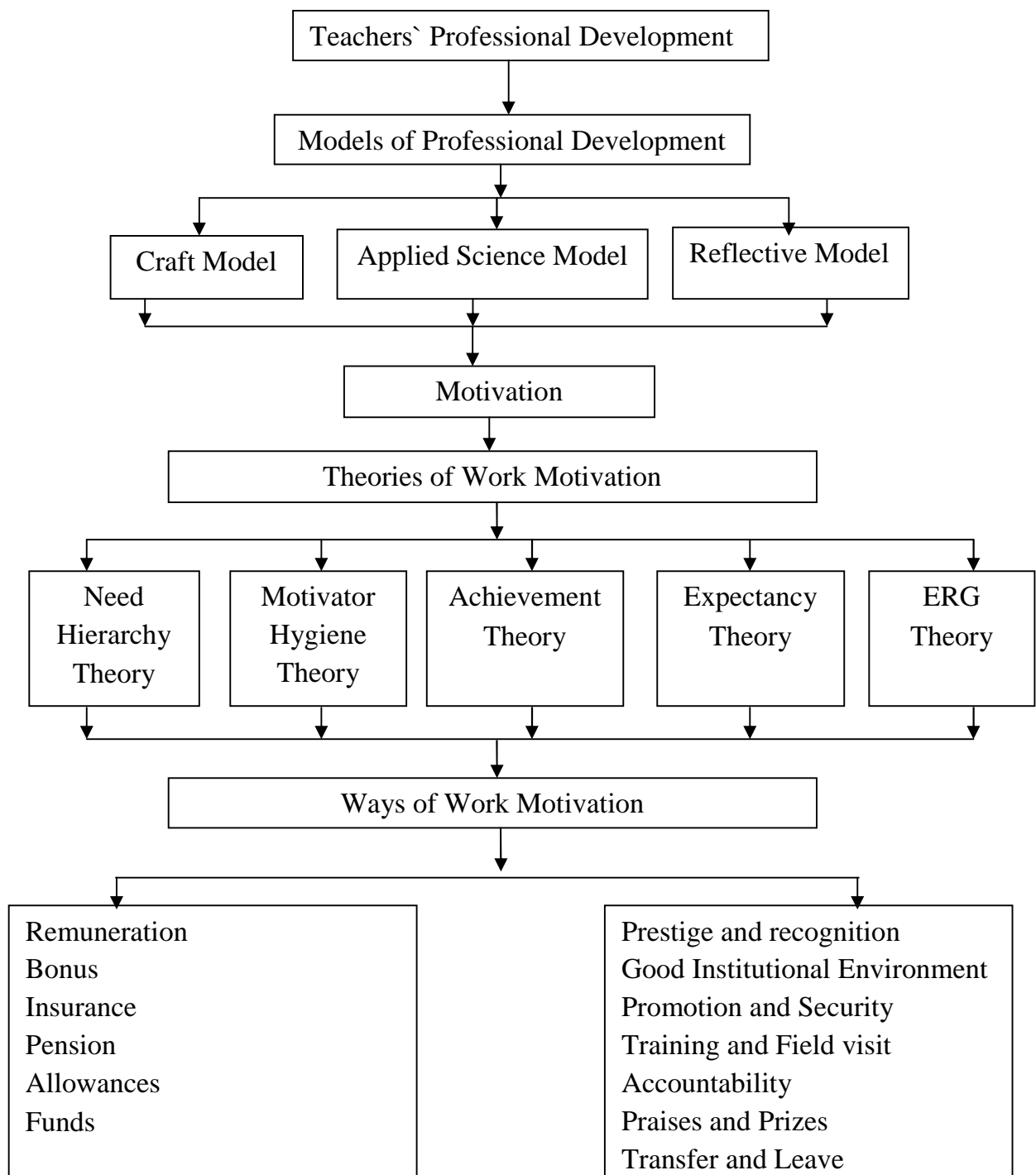
More importantly, the review helped me to understand the teacher development, teachers' awareness towards their professional development, role and importance of teaching, learning strategies of teachers, the factors that influence teachers' professional development and many more. This research provided me a clear roadmap. These researches have employed similar methodology that showed me the clear way to walk.

Sultana's work gave me some idea about how to form questionnaire to collect the data. Similarly her research gave me insights about how to administer the questionnaires. Likewise, Joshi's study helped me to understand the present status of teachers' professional development in Nepal. Similarly Soproni's work helped me how to interpret the collected data and derive the findings. Additionally, all those studies helped me to carry out this research properly and systematically. They helped me to review the theoretical studies and get relevant ideas from them. They helped me to create the questionnaire according to the objectives of my study. Those studies gave me the idea about how to establish the rapport with the respondents and collect data. They gave me the idea to interpret and analyze the data systematically. They helped me to list out the findings. Moreover they helped me to list out the references properly. Those helped me to analyze the data critically. As a novice researcher, I had lots of confusion but this review helped me to clear my way and purpose. To

sum up, the review helped me to scrutinize my findings and suggest implications and equally helped me to study the problems systematically and logically.

## 2.4 Conceptual Framework

The study on ‘Role of Monetary and Non-monetary Incentives for Teachers’ Professional Development’ is based on following conceptual framework.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter is about the methodological part of the study on ‘The Role of Monetary and Nonmonetary Incentives for Teachers’ Professional Development’. In this chapter the research design, sources of data, population and sample, sampling procedure, tools for data collection, process of data collection and delimitations of the study, process of data interpretation are included respectively.

#### **3.1. Design of the Study**

I have selected survey research design to complete this study. Survey is a very valuable tool for assessing opinions and trends. It attempts to describe and explain conditions of the present by using many subjects and questionnaire to fully describe a phenomenon. Survey studies the sample collected from the large population in order to find out opinions and trends. It is one of the most commonly used methods of investigation in education research. It may scope from a large scale investigation like census to a small scale like a SIP (School improvement plan.)

According to Nunan (1992, p. 140) the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. This means, data in survey are cross-sectional collected to overview a phenomenon, event or issue. Kerlinger (1978, as cited in, Kumar, 1999, p.11) views “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.” Survey research design is one of the most popular design for any dissertation or research. As long as we design our survey and are prepared to be self critical, we can still obtain an accurate representation of opinion. The findings of survey are generalizable and applicable to the whole

group. Survey is the best research design carried out to find public opinion, the behaviours and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time. No other research strategy matches the strengths of survey research in its potential for handling external validity.

To carry out survey research, the researcher has to follow certain process. First he/she identifies problem, then frames the topic, reviews literature to broaden his/his knowledge, writes proposal, constructs research tools, visits respondents, establishes rapport and seeks permission, administers research tools, collects data, analyse and interprets data and concludes the findings. Regarding the process of survey, Nunan (1992) suggests the following eight step procedure.

- |  |  |
|--|--|
| Step 1: Define objectives              | -What do you want to find out?   |
| Step 2: Identify target population     | -What do we want to find out?  |
| Step 3: Literature review              | -What have others said /discovered about the issue?                      |
| Step 4: Determine sample               | -How many subjects should we survey?<br><br>-How will we identify these? |
| Step 5: Identify survey Instruments    | -How will the data be collected?<br><br>Questionnaire/interview?         |
| Step 6: Design survey procedures       | -How will the data collection actually be carried out?                   |
| Step 7: Identify analytical procedures | -How will the data be assembled and analysed?                            |
| Step 8: Determine reporting procedures | -How will results be written up and presented?                           |

Survey research is often used to assess thoughts, opinions, and feelings. Survey consists of pre-determined set of questions that is given to a sample. With the help of those questions, we can assess the behaviours and trends more accurately and minutely. The result drawn from survey is generalizable to the whole population. This research also aimed to find out the role of monetary and non-monetary incentives and their impact on PD. That is why I felt survey research design more appropriate for this study and chose it.

### **3.2 Population and Sample**

The population of the study were the English language teachers who were teaching in higher secondary schools of Kathmandu valley. The sample size was forty English language teachers; out of them twenty from government-added schools and twenty from private schools. They were purposively selected for this study.

### **3.3 Sampling Procedure**

I have used non-random purposive sampling procedure while selecting the schools. Twenty higher secondary schools were selected from different parts of Kathmandu valley. Two teachers were purposively selected from each of the schools. The selected teachers altogether were forty.

### **3.4 Data Collection Tools**

The questionnaire was the main tool which contained both open ended and close ended questions.

### **3.5 Data Collection Procedures**

Having prepared the required copies of questionnaire, I had visited the purposively selected schools. I had personally contacted the school administration and talk to them. Then, I had contacted the respective English language teachers and established rapport with each of them. I had taken the permission from the respected respondents and briefly explained about my

research study and informed them about what they were supposed to do. After that, I had given them the questionnaire and requested them to respond. Then I had requested them to return it on time. In this way I had collected the required information for this study.

### **3.6 Data Analysis and Interpretation Procedures**

The collected data were analyzed and interpreted descriptively using simple statistical tools. I have presented the facts in different lists, tables, graphs, charts and diagrams in order to present the data more explicitly so as to draw the conclusion of the study.



## CHAPTER FOUR

### RESULT AND DISCUSSION

This chapter consists of major results of the study obtained through the analysis and interpretation of the data. Further, it includes the discussions of the results as well.

#### 4.1 Results

After analyzing and interpreting the data, the research has shown the following results.

- ) It was found that most of the teachers i.e. 67.5% were highly motivated towards their profession and rest were not so satisfied with their profession. The motivated teachers wanted to continue teaching profession whereas others wanted to change the profession.
- ) The findings suggest that 50% teachers were highly confident towards their profession but 42.5% teachers were not fully confident. Moreover, 7.5% teachers had no confidence at all.
- ) It was found that there were no opportunities for higher study. A good majority (i.e 80% teachers) revealed that there were no opportunities for higher study in teaching profession whereas 20% teachers said there were good opportunities for higher study.
- ) One of the most significant findings emerged from this study is that monetary incentives (i.e. for 80% teachers) played influential role in the teachers' professional development than non-monetary incentives. Moreover, it was found that monetary and non-monetary incentives were inter related and one became ineffective in the absence of another.
- ) The second major finding was that non-monetary incentives had facilitative role. Without non-monetary incentives monetary incentives became ineffective.

- ) The study showed that good remuneration had high effect on professional development (i.e. for 92.5% teachers). Reasonable salary with pension was highly effective to promote professional development.
- ) The results of this investigation showed that promotion, security, training and field visit (i.e. for 87.5% teachers) had high effect on professional development.
- ) The conclusion can be drawn from this study is that monetary incentives played primary role than non-monetary incentives in the teacher's professional development. However, they were found to be interrelated and were inseparable. Within those incentives, the majority of the respondents viewed that remuneration, pension, promotion and security had the determining power in professional development.

## **4.2 Discussion**

I discussed the information collected through the questionnaires in terms of the following themes:

### **4.2.1 Present Status of Teaching Profession in Nepal**

Teaching profession is one of the important profession in Nepal. Teaching is really incredible profession in comparison to others but due to different problems, it is neglected and is the least preferred profession in the present context. However the responses of the informants showed that the majority of teachers were still highly motivated and wanted to continue their profession. It can be further presented in the following sub headings:

#### **4.2.1.1 Teachers Motivation towards Their Profession**

The first item in the questionnaire was used to ask whether the teachers were highly motivated towards their profession and professional development or not. The result shows that the majority i.e. 67.5% teachers were highly motivated towards their profession whereas rest of the others were not so motivated and sought some other opportunities to change their profession.

#### **4.2.1.2 Teachers Confidence on Their Profession**

The second curiosity of mine was to find out whether the teachers were confident in their profession or not. It was found that the majority of the teachers had confidence in their profession in comparison to others. Results showed that 50% teachers were highly confident, 42.5% teachers had less confidence and 7.5% teachers had no confidence at all.

#### **4.2.1.3 Opportunities for Promotion, Training and further Study**

I was curious to learn about the opportunities for promotion, training and further study that the English teachers have in their profession. Based on the result, it was found that there were no opportunities for promotion. Altogether 45% teachers revealed that there were no opportunities for promotion whereas 20% of them said that there were good opportunities for promotion. Regarding the present status of training, 30% teachers agreed that there were good opportunities of training whereas 25% teachers viewed that there were no opportunities of training. However, majority of the teachers i.e. 45% had said that there were neither good nor rare opportunities for teacher training. Result showed that there were no opportunities for higher study (i.e. for 80% teachers) whereas remaining teachers said there were good opportunities for higher study.

#### **4.2.1.4 Job Placement & Social Recognition of Teaching Profession**

Regarding the curiosity about the job placement, majority of the teachers viewed that there was no provision of the right man in the right place. According to the result, very few teachers (i.e. 22.5%) agreed that there were good opportunities for capable teachers and no seats for poor teachers. Similarly, in respect to the social recognition and respect, majority of the teachers (i.e. 45%) viewed that teaching was less recognized and respected in society than the same level job in another field i.e. civil service, INGOs etc.

#### 4.2.1.5 Remuneration and Basic Needs

Regarding the concern, whether teachers' basic needs were fulfilled or not, it was found that teachers got poor salary in comparison to inflation. It was difficult to fulfil the basic needs. Altogether, 75% teachers said that they had problem to fulfil their basic needs due to poor salary however others said that their basic needs were fulfilled from teaching profession.

After all I had concluded the present status of teaching profession in Nepal based on the view of the selected teachers, in the following table.

**Table No.1**  
**Present Status of Teaching Profession in Nepal**

Area of enquiry	Options	Results (%)
Teachers motivation	) Highly motivated	67.5
	) Somehow motivated	15
	) Not motivated	17.5
Continuity	) Want to continue	85
	) Want to change	15
Opportunity for promotion	) Good	20
	) Satisfactory	35
	) Rare	45
Opportunity for higher study	) Good	20
	) Rare	80
Opportunity for training	) Good	30
	) Satisfactory	45
	) Rare	25
Provision for placement	) Good	22.5
	) Satisfactory	50
	) Rare	27.5
Respect and recognition in relation to same level jobs	) Highly respected	17.5
	) Somehow respected	37.5
	) Least respected	45
Fulfillment of basic needs	) Yes	25
	) No	75

Table No. 1 shows that a very good majority of teachers (i.e. 67.5%) were highly motivated and wanted to continue their profession. Regarding the opportunity for promotion, the majority of the teachers (i.e. 45%) viewed that there was no opportunity for promotion. Table shows that there were satisfactory opportunities for higher study and training. Table shows that teaching profession was less respected in comparison to same level jobs in another field. Its really difficult to fulfil the basic needs from teaching profession.

#### **4.2.2 Teachers Preferences to Monetary and Nonmonetary Incentives**

Data show that monetary incentives had high impact on teachers' professional development in the context of Nepal. Teachers viewed that high salary can have crucial impact in teachers' professional development. In their opinion, high salary (i.e. for 92.5 teachers) was said to be the prime source of professional development. Similarly, good institutional environment, security, opportunity to study and promotion etc. also played crucial role in teachers' professional development.

#### **4.2.3 Role of monetary incentives for teachers' professional development**

Data show that monetary incentives had major impact on their professional development than non-monetary incentives. Regarding the primacy of incentives, they had focused on the role of monetary incentives but they also did not neglect the role of non-monetary incentives as well. They had viewed that these incentives had crucial impact on teachers' professional development. Within monetary incentives, reasonable salary and pension were highly favoured matters. The responses can be shown in the table below:

**Table No. 2**  
**Role of Monetary Incentives for TPD**

S. No.	Incentives	No of Responses	Percentage
1.	-Remuneration and allowances	37	92.5
2.	-Pension	32	80
3.	-Insurance	31	77.5
4.	-Annual salary increment	29	72.5
5.	-Bonus	28	70
6.	-Funds	22	55

The above table shows that remuneration and allowances (i.e. 92.5%) had influential role in TPD. Likewise, pension, insurance, annual salary increment, bonus and funds were graded according to their influence in TPD.

#### **4.2.4 Teachers Preference on Non-monetary Incentives**

Teachers' responses showed that non-monetary incentives had facilitative role for teachers professional development. Within non-monetary incentives, promotion and security were found to have major impact. Similarly good institutional environment had also crucial impact on professional development. Their responses can be presented in the following table.

**Table No. 3**  
**Role of Nonmonetary Incentives for TPD**

S. No.	Incentives	No of Responses	Percentage
1.	-Promotion and security	35	87.5
2.	-Training and field visit	35	87.5
3.	-Abroad study	30	75
4.	-Prestige and recognition	29	72.5
5.	-Praises and prizes	26	65

The above table show that promotion and security as well as training and field visit (i.e. 87.5%) had high impact on TPD. Similarly, abroad study (i.e. 75%)

had also major impact on PD. Table shows that promotion, security and training had high effect and praises and prizes had low effect in TPD.

#### **4.2.5 Teachers Selection on the Means of Monetary and Non-monetary Incentives**

The teachers were asked the questions related to the different means of monetary and non-monetary incentives. In response to this, the majority of the teachers had focused on the role of remuneration as highly influential incentive for professional development. Similarly, teachers chose pension, promotion, security, good institutional environment etc as the crucial initiator for their professional development. Their responses are presented in the following table.

**Table No.4**  
**Teachers Selection of Incentives for TPD**

S. No.	Incentives	No of Responses	Percentage
1.	-Remuneration	37	92.5
2.	- Training and Field visit	35	87.5
3.	-Promotion and security	35	87.5
4.	-Pension	32	80
5.	-Insurance	31	77.5
6.	-Abroad study	30	75
7.	-Good institutional environment	30	75

The above table shows that remuneration had high effect (i.e. 92.5%) in TPD. Teachers had selected remuneration as the prime incentive for their PD. They selected promotion, security, training, field visit, pension, insurance, good institutional environment from the list of monetary and non-monetary incentives.

#### **4.2.6 Primacy of Incentives for Professional Development**

The collected data show that monetary incentives had considerable influence on professional development. In the context of Nepal, monetary incentives were favoured by the teachers as a catalyst for their professional development. Non-monetary incentives were found to have facilitative role. Teachers viewed that without monetary incentives, it is impossible to enhance their profession as well as continue their profession. But non-monetary incentives add spices on monetary incentives. That is non-monetary incentives help them to fulfil their spiritual needs. A good majority of them preferred monetary incentives for professional development. Similarly, they had viewed that monetary and non-monetary incentives were interrelated and inseparable. Non-monetary incentives had facilitative role on TPD. Monetary and non-monetary incentives were at the heart of professional development. The following table briefly summarizes their responses:

**Table No. 5**  
**Primacy of Incentives for TPD**

S. No.	Incentives	Responses	Percentage
1.	Monetary	32	80
2.	Nonmonetary	8	20

The above table shows that a good majority (i.e. 80%) revealed as monetary incentives had major impact on TPD whereas 20% teachers gave priority to non-monetary incentive for their PD.

#### **4.2.7 Problems Related to the Professional Development**

In order to complete the study successfully, the teachers were asked to mention the problems that they have been facing in their professional journey. After analyzing their views, they were found to be concerned on the job security, academic achievement and very poor status of Nepalese English language teachers' professional development. No teachers were found to be fully



satisfied with their achievement and dedication. They had preferred the following points of obstacles for professional development.

- ) Poor remuneration; not sufficient to fulfil basic needs.
- ) Lack of promotion and security.
- ) Lack of right man in the right place i.e. high political influence.
- ) Lack of good academic environment. Lack of opportunities for professional development.
- ) Inadequate supervision.
- ) Power centralization. Lack of power delegation.
- ) Ambitions government policies and poor implementation.
- ) Poor administrative management.
- ) Poor guidance and counseling.
- ) Lack of respect and recognition.
- ) Insufficient opportunities for training and field visit.
- ) Political influence.

#### **4.2.8 Ways to Overcome the Problems**

Most of them viewed that good policy and its healthy implementation can help to overcome these problems. Similarly good remuneration that can fulfil teachers' basic needs and motivate him/her towards research and study can be the medicine for such problems. At the end of the questionnaire, they were asked to suggest their ideas to overcome the problems that they have been facing. They devised the following ways to solve these problems.

- ) Good remuneration and annual salary increment.
- ) Social security and recognition.
- ) Right man in the right place. Healthy implementation of policies.
- ) Good supervision and power delegation.
- ) Good academic environment.
- ) Good and fair opportunity for promotion and security.

- ) Fair evaluation of teachers' work and good management of praises and prizes.
- ) Effective professional development programs.
- ) Solid government policies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATIONS**

#### **5.1 Summary**

Teaching profession is the most respected profession in the world. It is a profession in the sense that it needs special academic degree and expertise to involve in it. It has the sense of public service. Since it is a profession, it needs continuous change and growth for better output. The knowledge and skills that a teacher learned in his/her school or college life may be out dated in his/her professional life. Knowledge is itself changeable that is why to update oneself to fit in the profession, one needs continuous learning. So such learning can be included in the realm of professional development. Professional development is the continuous growth and the process of becoming the best kind of teacher that one personally can be. It is self reflective and self-initiative.

Similarly, motivation plays crucial role for teachers' professional development. Monetary incentives help teachers to fulfil their basic needs and to conduct research and study to uplift their profession. Similarly, non-monetary incentives have facilitative role in order to make their profession secure, satisfactory and enjoyable. Both monetary and non-monetary incentives are crucial for professional development. However, in our context, it is favoured that teachers had given priority to monetary incentives as primary position and non-monetary incentives as secondary position according to the role they play in their professional development.

This study entitled 'Role of Monetary and Non-monetary Incentives for Teachers' Professional Development' was conducted to identify the role of monetary and non-monetary incentives for teachers' professional development. This study has raised the issues like why teachers are not so energetic and motivated towards their profession? Whether monetary and non-monetary incentives have any role on professional development? Which incentives either

monetary or non-monetary have major effect on TPD? etc. This study becomes justifiable as it provides significant outlines on TPD. This study investigated how monetary and non-monetary incentives promote teachers motivation and facilitate their PD. This study includes five different chapters. The first chapter deals with introduction. It introduces the topic, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, and operational definitions of the key terms.

In the second chapter I have reviewed some related literatures and broadened my knowledge repertoire related to my topic by studying various theories, such as Maslow (1954), Herzberg (1956), Vroom (1964) etc. Similarly some research like Ahmed(2007), Sultana(2004), Soprani (2007), Joshi(2010), Ganayali (2008), Phuyal (2008) etc. More over some books by renowned authors such as Head and Tyler(1997), Sharma(2010), Fragor et al (2003), Khaniya (2010) etc. On the basis of the reviewed literature I developed conceptual framework to conduct this study. All these things are included in the second chapter.

The methods and procedures are described in the third chapter. The design of the study was survey and data were collected through questionnaire. To carry out the study 40 higher secondary teachers were selected from different higher secondary schools of Kathmandu valley. In the fourth chapter data are analyzed and interpreted descriptively using simple statistical tools i.e. tables and the result of those data is presented. The result shows that majority of the teachers were highly motivated towards their profession. It was found that monetary incentives had major impact on TPD and nonmonetary incentives had facilitative role. It is found that within monetary incentives remuneration had high effect and was favored than other incentives. Similarly, training, security and promotion were equally favored within nonmonetary incentives.

The whole study is summarized and concluded with the implication in three levels: policy, practice and further research in the last chapter of the study.

## 5.2 Conclusion

Professional development is the process of becoming an updated and efficient professional. It is really important because it keeps us alive in the profession. It sharpens us for better results. Professional development is the key to personal as well as professional growth and satisfaction. It increases motivation and self respect in the profession. This study had tried to find out the role of monetary and non-monetary incentives for professional development. Monetary incentives were mostly favoured by the teachers for their professional development. However they had not neglected the role of nonmonetary incentives. Teachers had focused the role of both incentives for their professional development. The role of monetary and nonmonetary incentives is inevitable. We can not imagine professional growth and development without those incentives. To survive ourselves and carryout further study, research etc we need money. So, without monetary incentives, no teachers can be motivated. In the context of Nepal, teachers are facing many problems like poverty, scarcity, biasness etc. To overcome those problems, both of those incentives play crucial role. Nepalese society gives priority and regards to property. Rich people are respected and recognized in the society that's why monetary incentives were more favoured than the non-monetary incentives. In our country, inflation is another problem. Annual salary increment never balances the inflation and teachers have to face problems to fulfil basic needs. Teachers' lifestyle is not satisfactory as well. They had very common life and were struggling to fulfil their basic needs.

I had realized and come to the conclusion that better salary can help them to fulfil their basic needs and to continue their further study as well as to boost up their profession. Similarly to collect study materials as well as teaching materials, they need adequate remuneration. Likewise, pension helps them to feel secure and fully dedicate themselves in their profession. If we observe the concerns that teachers expressed through questionnaires, we find financial insecurity is the main hinderance in their professional development. They said

that monetary incentive makes them fully motivated and dedicated towards their profession which ultimately ensures their professional development. Although teachers had focused on the role of monetary incentives, they did not neglect the influence/role of non-monetary incentives. Good academic environment and secure career always facilitate their professional development. Nonmonetary incentives facilitate and motivate themselves towards their profession. Teachers viewed that promotion and security are inevitable for their professional development. Similarly opportunities for further study, training and field visit also facilitate in their professional development. Data shows that besides salary teachers had highly focused on the role of non-monetary incentives. Teachers' responses show that to fulfil basic needs, monetary incentives play crucial role but to fulfil higher level needs, non-monetary incentives are inevitable. Data shows that within non-monetary incentives, good institutional environment and job security had high impact than others.

To conclude, lack of professional and personal security is the main problem that is destroying the charm of teaching profession. In teaching profession, there is no provision of the right man in the right place. There is inadequate regular supervision, political influence, poor management, etc. There is less recognition and respect in relation to the same level job in another field. To overcome these problems there must be good management, good institutional environment, as well as good provision of monetary and non-monetary incentives. Reasonable remuneration, good academic environment, job security, career development, etc. can have crucial role to reduce the problems and develop the profession and professionalism. Nepalese teachers had favoured monetary incentives rather than non-monetary incentives. The whole study can be concluded with the following major findings that were drawn from it.

- 1) Remuneration had crucial role in teachers' professional development rather than other components of monetary and non-monetary incentives.

- 2) Monetary incentives were more important than non-monetary incentives in the context of Nepal for the professional development of the teachers.
- 3) Majority of the teachers had viewed that monetary incentives had more effect than non-monetary incentives in teachers professional development.
- 4) Within monetary incentives remuneration and pension had high effect. Similarly, within non-monetary incentives promotion, security, training and good institutional environment had major effect.
- 5) Training, research works, further study, etc. had crucial role in the professional development.
- 6) Monetary incentives had primary and non-monetary incentives had secondary role in teachers' professional development. But they are interrelated and can not be separated.

### **5.3 Implications**

Teachers' professional development is the back bone of sound educational upliftment of the country. To boost up the personal and professional life of the English language teachers, we must focus on their professional development. Motivation is one of the important and determining factor that determines professional development of the teachers. Monetary and non-monetary incentives are the key elements that can drive the level of motivation of the teachers. Only good trained and motivated teachers can properly handle the education system of the country. On the basis of the above discussions and findings, I had pinpointed the main implications of the study on three different levels which are discussed below.

#### **5.3.1 Policy Level**

Policy is the guide line and the highway of the government to transport its intention successively. It is made to systematize and organize daily administrative acts and people's activities belonging to the particular field. It is the road map pursued by the government. Policy is the voice of the time and it

creates context for a particular action, policy is made after a hot discussion and adequate study on the topic and it represents the voice of the day. The main implications of this study at this level are given below:

- ) Without good professional growth and development professionalism cannot be achieved. Without professionalism the employee cannot perform his/her duty well. So there should be good provision of professional development. This study implies that the government and concerned authorities should provide adequate salary and should manage other incentives properly. To manage them, government should formulate the personnel policy related to academic and personnel administration.
- ) By keeping the role of monetary and non-monetary incentives in our mind, we can evaluate the government policies related to those incentives and make corrections in the areas where it is necessary. This study also implies that effective policies related to monetary and non-monetary incentives facilitate good educational relationship and promote professional development. So the concerned authorities should consider the role of incentives positively.
- ) This study also implies that the government and concerned authorities should follow the basic principles related to monetary theories. The stakeholders should evaluate the present pay system and try to adopt performance pay system.
- ) For enhancing good professionalism among civil officers, security officers, teachers etc, monetary and non-monetary incentives play considerable role. That is why this study implies that government and concerned authorities should conduct studies on the needs and aspirations of the employees and formulate appropriate policies addressing their needs and aspirations.
- ) Motivation is the sole source of PD. That is why government should focus on the motivation of the employees. This study suggests that



proper management of monetary and non-monetary incentives is the ultimate way to improve the motivation and to lead better professional development. So the findings of this research suggest that the MOE, Department of Education, EMDC and other concerned agencies should step their attempt on PD of the teachers.

### **5.3.2 Practice Level**

Teachers' professional development is crucial part of quality education. We can not imagine the quality education without competent and dedicated teachers. This study has some practical implications which can be listed as below.

- ) Good provision of monetary incentives can help to boost up teachers' professional development which can be fruitful to uplift their educational status. So teachers should be satisfied with the monetary and nonmonetary incentives and the government should satisfy them.
- ) Universities, schools, administrative body etc. should provide constructive and beneficial incentives to the teachers.
- ) All the sectors involved in human resource management should manage the monetary and non monetary incentives to the employees for better PD.
- ) The novice principals and managers should respect the needs and aspirations of the teachers. Teachers basic needs must be fulfilled.
- ) The students who are studying public administration and education administration can get the idea about the role and influence of those incentives in PD. They should get the information about present status of teaching profession in Nepal.
- ) The officers working under "Saikshik Jansakti Bikas Kendra" and other offices related to HR Management should conduct the study on the present provision of monetary and non monetary incentives. They

should provide reasonable salary as well as social recognition to the employees.

### **5.3.3 Further Research**

Teachers' professional development is broad spectrum and many teachers and students are interested on it. Many researches are carried out in this field. This study also works as a stepping stone for the students who are interested in this field and want to carry out research in this field. This research gives them the idea and inspire them to study this field in depth. By stepping on it, other researchers can reach in their destination. Researchers can conduct studies on different aspects of motivation and professional development. They can study other ways of improving motivation and professional development. Therefore I hope this study becomes beneficial for the researchers who are interested in conducting further studies in this broad field.

- ) This study presents the influencing role of monetary and non monetary incentives in TPD. However, there are so many other factors that tend to better development of any profession. So the further researchers should address the relevance and role of those factors.
- ) This study concerns about teaching profession and the role of monetary and non monetary incentives in TPD. So the further researchers should study the relevance of those incentives in another fields.
- ) This study gives idea about how monetary and non monetary incentives motivate teachers towards PD. Further researches should be carried out to find other ways of promoting motivation and PD.

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## **Appendix: A**

### **Questionnaire**

Dear Sir/ Madam,

This questionnaire is a part of my research study entitled 'Teachers attitude towards monetary and non monetary incentives for their professional development', under the supervision of Mr. Guru Prasad Paudel, Teaching Assistant, Department of English Education, T. U. Your cooperation in completing this questionnaire will be of great value to me. There is no right or wrong answer. I am interested in your opinion please kindly spare few minutes of your time to fill out this questionnaire. Your responses will be treated fairly and will be exclusively used only for present study.

Name:

Mobile No:

Age:

Email:

School/College:

Address:

Level:

Qualification:

Experience:

Training (if any)

The type of school you are teaching in:

This questionnaire is based on teacher's professional development. It includes following aspects.

1 Teachers professional Development: It is a continuous growth and the process of becoming the best kind of teacher that one personally can be. It is self reflective process that facilitates teacher's growth and development.

2 Monetary incentives : Monetary incentives are those incentives that are provided to the teachers in cash like salary and allowances, bonus etc.

3 Nonmonetary incentives : They are the incentives that are not provided in cash amount but that encourage teacher's professional development such as opportunities, promotion, security etc.

Please select the options that you think more suitable and tick them.

1. I am highly motivated towards my profession and towards my professional development.

(a) I agree (b) Partially agree (c) I disagree

2. In your view, what do English teacher most commonly aspire to:

(a) Continue teaching with more responsibility.

(b) Work in education administration.

(c) Work in other sectors.

(d) Others.....

If so why?.....

.....

3. How much opportunity do teachers generally have to get promotion?

(a) Good

(b) Satisfactory

(c) Rare

4. Para-teachers or under-educated teachers have the opportunity for higher study and abroad study.

(a) Agree

(b) Partially agree

(c) Disagree

5. How confident are teachers in their ability to perform the job well?

(a) Very confident.

(b) Somehow confident.

(c) Not confident.

6. Teachers have very good opportunity for in-service teacher training.

(a) Agree

(b) Partially agree

(c) Disagree

7. Poor teachers are sanctioned and good teachers get good opportunities and respect in school.

- (a) Agree      (b) Partially agree      (c) Disagree

8. Teachers' profession is good and equally respected in relation to the same level job in another field.

- (a) Agree      (b) Partially agree      (c) Disagree

If so why?.....

.....

9. Are teachers basic needs (food, housing, health) generally being met?

- (a) Yes      (b) No

If not what basic needs are not being met?

.....

.....

10. To increase motivation and to facilitate professional development which incentives play primary role? [select any five]

- |                                 |                                    |
|---------------------------------|------------------------------------|
| (a) Remuneration and allowances | (e) Opportunities                  |
| (b) Pension                     | (f) Good institutional environment |
| (c) Bonus                       | (g) Prestige and recognition       |
| (d) Insurance                   | (h) Promotion and security         |

11. Which is preferable to you?

a) Annual salary increment

b) Invitation in different educational programme

12. Do community and government give regards and formal recognition and respect to teachers achievement and hard work?



- (a) Yes                      (b) Sometimes                      (c) No

If so why?.....

.....

13. Do teachers generally feel their profession is respected in society?

- (a) Yes                      (b) No

If so why?.....

.....

14. Does the government or media give attention to the activities of teachers to recognize them?

- (a) Yes                      (b) No

If so how?.....

.....

15. What do you aspire to?

- (a) Abroad study  
(b) Annual increment in educational allowances

16. In your view, which is the most important for teachers' professional development?

- (a) Power                      (b) Prestige                      (c) Property

17. Which is preferable to you?

- (a) Annual salary increment  
(b) Prestige and recognition

18. Teacher development in our context is not satisfactory because of:

- (a) Lack of job security  
(b) Lack of education allowances

19. Teacher development would be facilitated if the government contribute on:

- (a) Remuneration and allowances  
(b) Promotion and security

20. Which one of the following plays crucial role for teacher development?

- (a) Training and field visit  
(b) Bonus and allowances

21. Do teachers have extra fee for extra work?

- (a) Yes
- (b) Somehow
- (c) No

22. Teachers are looking for:

- (a) Good institutional environment and opportunities
- (b) Annual increment in salary

23. Which one is preferable to you?

- (a) Praises and prizes
- (b) Insurance and funds

24. What do you think the reason that hinders teachers professional development?

.....  
.....  
.....  
.....

25. Which incentives play primary role for teachers' professional development?

.....  
.....  
.....

..... Thank you  
very much for your help.

Harish Prakash Bhatt

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## Appendix: C

Name of the schools and number of the respondents.

<b>S.N.</b>	<b>Colleges/ Schools</b>	<b>No. Of respondents</b>
1	Bright Future H.S. School, Lalitpur	3
2	Namuna Machhindra College, Lagankhel	3
3	Mahendra Adarsha Vidhyashram, Satdobato	3
4	Adarsha H. S. School, Layaku, Bhaktapur	3
5	Adarsha H. S. School, Sanothimi, Bhaktapur	2
6	Lagan Multiple Campus, Lalitpur	1
7	Sirius H. S. School, Bafal, Kathmandu	1
8	AITM College, Lalitpur	3
9	Laboratory H. S. School, Kirtipur	2
10	Camad college, Kathmandu	2
11	Adarsha Kanya H. S. School, Patan	3
12	LRI H. S. School, Kalanki	3
13	Everest College, Bhaktapur	1
14	White House H. S. School, Lalitpur	3
15	Sharada H. S. School, Tilganga	2
16	Cambridge International College, Kathmandu	1
17	Vishwa Niketan H. S. School, Kathmandu	2
18	DAV H. S. School, Lalitpur	1
19	St. Xavier H. S. School, Kathmandu	1
20	Pravat H.S. School, Lalitpur	2